

# **District-Wide School Safety Plan 2023 – 2024**

Please keep the  
**DISTRICT-WIDE SCHOOL SAFETY PLAN SUMMARY**  
in a secure, safe and accessible location for quick reference.

This booklet contains the Emergency Procedures  
for the Half Hollow Hills Central School District  
and is for **PUBLIC REVIEW ONLY**.

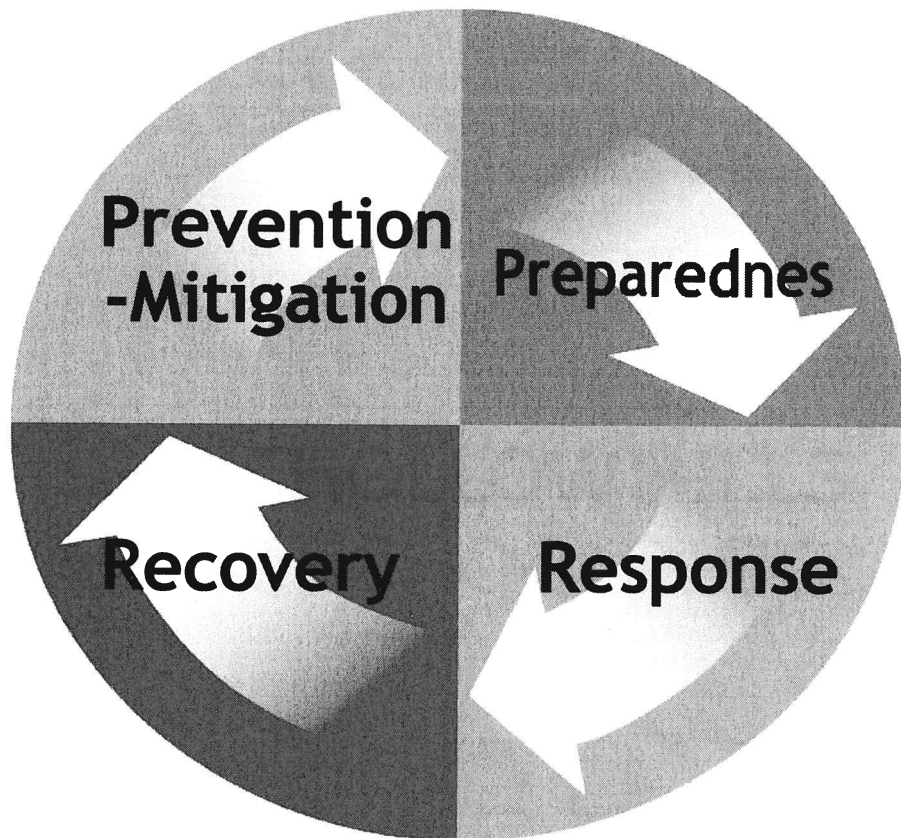
These practices and procedures will be reviewed  
throughout the school year.

If clarification is required or you would like to make suggestions and or  
comments, please contact your Building Safety Coordinator or the  
District Security Supervisor – David Spera at 631-592-3029

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# HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT



## DISTRICT-WIDE SCHOOL SAFETY PLAN SUMMARY

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**HALF HOLLOW HILLS  
CENTRAL SCHOOL DISTRICT**

**DISTRICT-WIDE  
SCHOOL SAFETY PLAN  
SUMMARY**

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# INTRODUCTION AND PROMULGATION

The District-wide School Safety Plan addresses the Half Hollow Hills Central School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, state, and federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The District-wide School Safety Plan:

- Conforms to the National Incident Management System (NIMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Half Hollow Hills Central School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

## REQUIREMENTS

The Plan meets the requirements of New York State Homeland Security Plan's policies on Emergency Response and Planning, the National Incident Management System (NIMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

# SCHOOL SAFETY PLANS REGULATIONS

Section 155.17 of the Regulations of the Commissioner of Education NYS

(a) Development of School *Emergency Management Plans*:

Each Board of Education shall update, by June 30<sup>th</sup> of each year, a school *Emergency Management Plan* as prescribed to ensure the safety and health of children and staff and to ensure integration and coordination with similar emergency planning at the municipal, county, state and federal levels. A copy of the plan shall be available in each school district for inspection by the public and shall be made available to the Commissioner upon request.

## **PLAN REVIEW AND PUBLIC COMMENT**

Pursuant to Commissioner's Regulation, Section 155.17(e) (3), a copy of the plan summary will be made available for public comment at least 30 days prior to its adoption. The District-wide School Safety Plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education yearly.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department by October 1<sup>st</sup>.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan summary will be available at the District Clerk, 525 Half Hollow Road, Dix Hills, New York 11746.

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## **PURPOSE**

The purpose of this plan is to help ensure the proper and safe management of students, faculty, and staff during an emergency or crisis situation. The plan has been developed by the Half Hollow Hills Central School District and the District-wide School Safety Team to comply with the requirements of project SAVE (laws of N.Y. 2000 Chapter 181) and the Half Hollow Hills District-wide School Safety Plan. This plan provides specific information regarding the proper protocols and procedures to follow and the role of personnel responsible for adhering to those protocols in the event of a district crisis and/or emergency.

The plan also recognizes that not any one approach can apply to all crises and that responses will depend on the type and location of the crisis. The goal of this plan is to prevent injury and/or the loss of life to students and staff of the Half Hollow Hills Central School District.

## **SCOPE**

The Scope encompasses all district facilities, schools and alternative, adult, and special education centers. It addresses a broad range of major emergencies that may affect more than one site. Such events include earthquake, hazardous materials emergencies, flooding, landslides and wildfires. Also included are procedures for emergencies that may or may not require the full or partial activation of the District Emergency Operations Center (EOC).

## **THE OBJECTIVES OF THE PLAN ARE TO:**

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the district's facilities and properties.
- Enable the district to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the district EOC.
- Provide for interface and coordination between sites and the county or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated district sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up its mass care facilities, and local governments have a right to use schools for the same purposes. This requirement necessitates close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.



# **RESPONSIBILITY**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Laws require developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS are incorporated in this plan and school personnel must be trained in how the system works. Schools must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis through the District Office.

# LEGAL REQUIREMENTS: AUTHORITIES AND REFERENCES

The following are brief summaries of emergency crisis related Education Codes and Government Codes board members and district staff should be familiar with. Review the entire citation for specific requirements.

## **New York State, Safe Schools Against Violence in Education Act**

### **(Section 2801-a of Education Law and Section 155 of the Regulations)**

Each board of education must adopt and amend a district-wide comprehensive school safety plan and building-level emergency response plan(s) regarding crisis intervention, emergency response and management. These plans include, but are not limited to, policies and procedures for responding to threats of violence, responding to acts of violence, safe evacuation during a violent incident, contacting law enforcement officials and parents during a violent incident, and protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings.

Section 155.17 of the Regulations currently requires all school districts to have a School Emergency Management Plan. The Emergency Management Plan remains in effect until adoption of the district-wide and school building level plans by the board of education, consistent with the requirements of the Safe Schools legislation. These plans must be adopted by the school district's board of education by July 1, 2001. The legislation authorizes the Commissioner of Education to grant a waiver of the school safety plan requirements upon a finding by the Commissioner that the School Emergency Management Plan satisfies the requirements of the Safe Schools legislation. The waiver may be granted for a period of up to two years from July 24, 2000.

The district-wide and building-level emergency response school safety plans must be developed by district-wide and building-level school safety teams. The building-level school safety teams are responsible for developing school emergency response plan. This plan includes safe evacuation policies and procedures to be utilized in the event of a "serious violent incident." Section 155 of the Regulations was recently amended to include a definition of this term.

***A serious violent incident means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including but not limited to: riot, hostage-taking, kidnapping, and/or the use of threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury (8 NYCRR 155).***

Each board of education must make the district-wide safety plan available for public comment at least 30 days prior to adoption. However, only a summary of each building-level emergency response plan must be made available for public comment. The plans may only be adopted following at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.

Each school district must file a copy of its comprehensive safety plan and any amendments of such plan with the Commissioner no later than 30 days after adoption. A copy of the building-level emergency response plan and any amendments must be filed with the appropriate local law enforcement agency and with the state police by October 1<sup>st</sup>.

## **New York State, Safe Schools Against Violence in Education Act**

### **School Violence Prevention Training**

#### **(Section 3004 of Education Law and Sections 57 and 100.2 of the Regulations)**

New training requirements may affect teachers in two ways:

First, Section 100.2 of the Regulations was amended to implement a provision of Project SAVE requiring school districts and BOCES to include annual training in school violence and prevention and intervention in their required professional development plans for teachers and other certified or licensed employees. This provision is effective November 1, 2000. Upon request of the employee who successfully completes this training course, the school district or BOCES must provide the employee with a certificate of completion of the two-hour training.

Second, Section 57 of the Regulations was amended to require all persons applying on or after February 2, 2001 for a teaching certificate or license to complete two hours of course work or training in school violence prevention and intervention. The course work or training must be obtained from an institution or provider approved by the Department of Education. A college or university that offers a registered program leading to a teaching, school service or administrative certificate is deemed an approved provider for purposes of offering course work or training in school violence prevention and intervention to students enrolled in the registered programs.

The course work and training to be provided under the Sections 100.2 and 57 of the Regulations must include, but are not limited to:

- Study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children.
- The statutes, regulations, and policies relating to a safe, nonviolent school climate.
- Effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning.
- The integration of social and problem-solving skill development for students within the regular curriculum.
- Intervention techniques designed to address a school violence situation.
- How to participate in an effective school/community referral process for students exhibiting violent behavior.

It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

When school employees are pressed into disaster service, Workers' Compensation Coverage becomes the responsibility of state government, Office of Emergency Services, but overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

The Governor's Office of Emergency Services has stated that inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster ( Sub Sections 835-840.6).

Pursuant to **Commissioner Regulation 155.17 (b)(3)**, the color-coded risk levels and the associated protective actions for schools shall be considered an amendment to a school's existing building-level emergency response plan. A copy of the building-level plan, including amendments, shall be filed with local law enforcement agencies and with the state police within 30 days of its adoption. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the public officer's law or any other provision of law.

**Education Commission's Regulation 155.17 (g)** designates the chief communication liaison during a local or state emergency.

- (1) Except in a school district in a city having a population of more than one million inhabitants, each district superintendent, during a local or state emergency, shall act as the chief communication liaison for all educational agencies within the supervisory district territorial limits.
- (2) The superintendent of schools in the cities of Buffalo, Rochester, Syracuse and Yonkers, during a local or state emergency, shall act as the chief communication liaison for all educational agencies located within the city district.

**Education Commissioner's Regulation 155.17 (m)** delegates the Commissioner of Education with authority to direct emergency response actions by individual school districts.

The Commissioner of Education or his or her designee may order emergency response actions by individual school districts in the event that the local officials are unable or unwilling to take action deemed to be appropriate by state and/or local county emergency personnel in accordance with county or state emergency preparedness plans or directives.

**Article 2-B of the State Executive Law** encompasses the legal authority to declare an emergency and suspend laws during such an emergency.

**Sec. 28. State declaration of disaster emergency.**

Whenever the governor, on his or her own initiative or pursuant to a request from one or more chief executives, finds that a disaster has occurred or may be imminent, for which local governments are unable to respond adequately, he or she shall declare a disaster emergency by executive order.

**Sec. 29-a. Suspension of other laws.**

Subject to the state constitution, the federal constitution and federal statutes and regulations, and after seeking the advice of the commission, the governor may by executive order temporarily suspend specific provisions of any statute, local law, ordinance, or orders, rules or regulations, or parts thereof, of any agency during a state disaster emergency, if compliance with such provisions would prevent, hinder or delay action necessary to cope with the disaster.

Suspensions pursuant to subdivision one of this section shall be subject to the following standards and limits:

1. no suspension shall be made for a period in excess of 30 days, provided, however, that upon reconsideration of all of the relevant facts and circumstances, the governor may extend the suspension for additional periods not to exceed 30 days each
2. no suspension shall be made which does not safeguard the health and welfare of the public and which is not reasonably necessary to the disaster effort
3. any such suspension order shall specify the statute, local law, ordinance, order, rule or regulation or part thereof to be suspended and the terms and conditions of the suspension
4. the order may provide for such suspension only under particular circumstances, may provide for the alteration or modification of the requirements of such statute, local law, ordinance, order, rule or regulation suspended, and may include other terms and conditions
5. any such suspension order shall provide for minimum deviation from the requirements of the statute, local law, ordinance, order, rule or regulation suspended consistent with the disaster action deemed necessary, and
6. when practicable, specialists shall be assigned to assist with the related emergency actions to avoid needless adverse effects resulting from such suspension.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE  
OF NEW YORK / ALBANY, NY 12234

TO:	The Honorable the Members of the Board of Regents
FROM:	John B. King, Jr.
SUBJECT:	Proposed Amendment to Section 155.17 of the Regulations of the Commissioner of Education Relating to School Safety Plans
DATE:	July 11, 2011
AUTHORIZATION(S):	

### SUMMARY

#### Issue for Decision (Consent Agenda)

Should the Board of Regents amend Section 155.17(e) of the Regulations of the Commissioner of Education to require that certain information relating to school safety be included in the school emergency response plan, which is confidential, rather than the district-wide school safety plan, which is available to the public?

#### Reason(s) for Consideration

Review of policy.

#### Proposed Handling

The proposed amendment will come before the Full Board for action at the July Regents meeting.

#### Procedural History

The proposed amendment was discussed by the P-12 Education Committee at the May Regents meeting. A Notice of Proposed Rule Making was published in the State Register on May 18, 2011. Supporting materials are available on request from the Secretary to the Board of Regents.

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## Background

In 2000, Chapter 181 enacted Education Law §2801-a requiring the implementation of certain school safety plans. Education Law §2801-a specially required that every school district, board of cooperative educational services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a district-wide school safety plan and building-level school safety plans regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-a prescribed minimum requirements of a district-wide school safety plan and a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

Education Law §2801-a also required that each district-wide school safety plan be filed with the Commissioner of Education no later than thirty days after adoption and that each school emergency response plan be filed with the appropriate local law enforcement agency and State Police within thirty days from adoption. Both plans were to be adopted and annually updated following a public hearing, provided, however, that only a summary of the building-level plan would be made available for public comment given the sensitive nature of its contents. Conversely, the district-wide school safety plan would be made available to the public for review. Further and significantly, Education Law §2801-a expressly required that every school emergency response plan be kept confidential and prohibited from disclosure pursuant to Article VI of the Public Officers Law, the Freedom of Information Law (FOIL).

In July 2001, the Board of Regents amended Section 155.17 of the Commissioner's regulations to implement Education Law §2801-a by prescribing these new school safety plan requirements in regulation. In accordance with statutory authority, Section 155.17, as amended, required that the district-wide school safety plan include the minimum requirements prescribed by law, but additionally required the inclusion of plans of evacuation and sheltering as well as information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each educational agency within such district.

Since the adoption of these amendments, many events surrounding safety and security, including the attacks on September 11, 2001, have occurred which modified strategies associated with emergency response and school safety. The inclusion of any tactical strategy, floor plan or schematics for responding to any such threat should not be made available to the public. Disclosure of such information threatens the safety of students, staff and the public. The intent of the district-wide school safety plan is to provide broad concepts and policies related to preparing for and responding to issues of school safety, while the building-level, school emergency response plan is to provide any details on how to respond. Therefore, this amendment is consistent with law and sound policy in requiring plans of evacuation and sheltering and home telephone numbers, etc. only be included in the school emergency response plan, which is kept confidential.



This proposed amendment will ensure that confidential information including the home telephone numbers of local education officials and the tactical strategies for responding to critical events such as building evacuation and sheltering are not disclosed to the public. The amendment will also reinforce the strategies related to the public availability of strategic plans for responding to certain emergencies in schools, as well as the public availability of key information related to certain information about each educational agency located in the school district.

#### Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That subdivision (e) of section 155.17 of the Regulations of the Commissioner of Education be amended, as submitted, effective August 10, 2011.

#### Timetable for Implementation

If adopted at the July 2011 meeting, the proposed amendment will become effective on August 10, 2011.

**AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION**

Pursuant to sections 207, 305, and 2801-a of the Education Law.

Subdivision (e) of section 155.17 of the Regulations of the Commissioner of Education is amended, effective August 10, 2011, as follows:

(e) ) ) School safety plans. District-wide school safety plans and building-level school safety plans shall be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such incidents or emergencies.

(1) District-wide school safety plans. A district-wide school safety plan shall be developed by the district-wide school safety team and shall include, but not be limited to:

(i) the identification of sites of potential emergency;

(ii) except in a school district in a city having a population of more than one million inhabitants, a description of plans for taking the following actions in response to an emergency where appropriate:

(a) ) ) school cancellation;

(b) early dismissal;

[ (c) evacuation;

(d) sheltering; ]

(iii) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school;

- (iv) policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence;
- (v) appropriate prevention and intervention strategies, such as:
  - (a) ) ) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
  - (b) nonviolent conflict resolution training programs;
  - (c) peer mediation programs and youth courts; and
  - (d) extended day and other school safety programs;
- (vi) policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- (vii) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- (viii) except in a school district in a city having a population of more than one million inhabitants, the procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law;
- (ix) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

- (x) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- (xi) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;
- (xii) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- (xiii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information;
- (xiv) policies and procedures for annual multi-hazard school safety training for staff and students;
- (xv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;
- (xvi) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

(xvii) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

(xviii) description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

(xix) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster [ ; and

(xx) in the case of a school district, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency]

(2) ) ) School emergency response plan. A school building emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

(i) policies and procedures for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident or other emergency which may occur before, during or after school hours, which shall include the description of plans of action for evacuation and sheltering, evacuation routes and shelter sites, and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student;

- (ii) designation of an emergency response team, other appropriate incident response teams, and a post-incident response team;
- (iii) procedures for assuring that crisis response, fire and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;
- (iv) establishment of internal and external communication systems in emergencies;
- (v) definition of the chain of command in a manner consistent with the National [ Interagency] Incident Management System (NIMS)/Incident Command System (ICS);
- (vi) coordination of the school safety plan with the statewide plan for disaster mental health services to assure that the school has access to Federal, State and local mental health resources in the event of a violent incident;
- (vii) procedures for an annual review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;
- (viii) policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property;
- (ix) in the case of a school district, except in a school district in a city having more than one million inhabitants, certain information about each educational agency located in the school district, including information on school population, number of staff, transportation needs and the business and home telephone numbers of key officials of each such agency

# **NO CHILD LEFT BEHIND ACT OF 2001**

This federal law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers. Under No Child Left Behind, states must report school safety statistics to the public on a school-by-school basis, and districts must use federal school-safety funding to establish a plan for keeping schools safe and drug-free. Having a crisis management plan for responding to violent or traumatic incidents on school grounds is a requirement.

# **PREVENTION/INTERVENTION STRATEGIES**

## **Program Initiatives:**

The Half Hollow Hills Central School District is committed to a positive and safe learning environment for their students and staff.

The District is committed to providing a safe orderly environment where students may receive and district personnel may deliver quality educational services.

The District has long standing expectations for the staff and students' conduct while on school property and at school functions.

These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The district has a commitment to provide programs and activities for improving communication among and between students and staff in an effort to reduce the risk of violence among students.

These programs provide peer mentoring and conflict resolution while creating a forum for students concerns.

They provide support and comfort for the students while they discover methods to strengthen their communication and helping skills and to provide support to others and services to their schools and community.

The district uses three such programs to help achieve these goals. They are:

Peer Ambassadors – High School

SAYSOMETHING – Anonymous Reporting System

The Sandy Hook Promise – District-wide

- Say Something Week
- Start with Hello
- Your Mental Health First Aid
- Safety Assessment & Intervention
- Mental Health & Violence Prevention Training

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# DECLARED PUBLIC HEALTH EMERGENCY

September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a **declared public health emergency involving a communicable disease**. The new legislation now constitutes New York State Labor Law Section §27-c, the following section was added to §2801-a of the Education Law that will require additions to the District Plan.

§2801-a (m) – refers to protocols for responding to a declared public health emergency involving a communicable disease that are “**substantially consistent**” with the provisions of section twenty-seven-c of the labor law. Please refer to the District-Wide Emergency Management Plan, District Response section, page 89.

# SECURITY IMPLEMENTATION

The Half Hollow Hills Central School District uses many resources and/or procedures to ensure a safe and secure educational environment recognizing that no one single approach is a guarantee for a totally secure campus.

The combined efforts of all of our staff, and district resources are committed to promoting safety and security within our district, while maintaining an open and caring educational environment in the community.

The district maintains a closed campus during regular school hours. Persons or parents not with the district during regular school hours, or not on business related issues with the district are not permitted in the building or on the grounds during school hours without prior permission.

Any person on or in a school building during school hours and fails to properly identify themselves, may be subject to arrest under the New York State Laws of Trespass.

All visitors are required to enter **only** through the designated front entrance of the building during school hours.

All visitors are required to produce a photo ID and sign in at the front entrance of the school building during regular hours.

The district uses the following building security measures in order to promote a safe and secure school environment. The measures employed depend upon the current security situation.

- maintaining buildings in lock-out mode during the school day
- Security Guards
- No Parking Zone around school buildings
- hall monitors
- perimeter card access control system at all buildings
- employee ID badges
- student ID badges at High School Level
- photo proof of identification for all visitors
- visitor badge
- sign in procedures
- video surveillance: interior and exterior cameras
- security audits
- bomb and drug searching canines as needed
- restricted access to school buildings, property and fields
- restricted or limited access to certain buildings, sections of buildings or certain meetings in the building are at the discretion of the Superintendent or the Board of Education

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# HAZARD IDENTIFICATION

The Half Hollow Hills Central School District is located in a largely residential community in Western Suffolk County, Long Island, New York.

While it is true that the district is located in a residential community, with little or almost no retail businesses or commercial businesses, there are small major areas of concern that relate to emergency preparedness. The Half Hollow Hills Central School District crosses and neighbors many different lines of multiple jurisdictions.

The following is a list of some of those areas of jurisdiction or emergency response areas:

State of New York  
Suffolk County  
Nassau County  
Town of Babylon  
Town of Huntington  
Town of Smithtown  
Suffolk County Police (1<sup>st</sup> and 2<sup>nd</sup> Pct.)  
Nassau County Police  
Dix Hills Fire Department  
Melville Fire Department  
Huntington Manor Fire Department  
Wyandanch Fire Department  
Deer Park Fire Department  
Wyandanch Wheatley Heights Ambulance Co. Corp.  
The Huntington Community Ambulance Corp.

All of these agencies fall within the mutual aid area of response of the Half Hollow Hills Central School District.

Some hazards within the Half Hollow Hills Central School District that may directly or indirectly affect the normal operation of the school district or areas that may cause or effect the relocation or evacuation of school buildings within the district are:

- Traffic, weather, fire, hazardous spill or leak, auto accidents, evacuation on the Long Island Expressway and the surrounding roadways
- Traffic, weather, fire, hazardous spill or leak, auto accidents, evacuation on Deer Park Avenue

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The most important thing parents can do is to make sure that all parent contact information is up-to-date and accurate throughout the school year.

### School Emergencies

The safety and security of students and staff remain the top priority for the Half Hollow Hills Central School District. This informational brochure is an overview of the procedures that are planned and practiced at all of our schools. These procedures are put into place to better prepare for a building emergency or District crisis. School administrators work closely with community emergency service providers, police, fire/rescue, and public health officials to ensure our District's Emergency Plan reflects appropriate practices and our schools are prepared for and can respond to emergencies.

Key personnel are trained in Federally-endorsed National Incident Management Systems (NIMS) procedures and HHH takes an "all-hazards approach" to emergency preparedness. We are prepared to work in partnership with our area emergency service providers should a critical incident occur in our schools.

Our comprehensive District-wide School Safety Plan (DWSSP) and Building Emergency Response Plan (BLERP) address all types of potential incidents, not because we expect them to happen, but so that we are prepared in case they do. For District security reasons, specific information and details have been omitted from this publication.

We ask that parents review and discuss the information contained in this communication with your child, prior to the beginning of the school year, to be familiar with what to do in case of an emergency.

If you have any questions after reviewing this information, please contact the Principal at your child's school for more information.

### Important Phrases To Know

**School Closing** is advised when District Administration determines students are safer at home than at school. This occurs with weather emergencies or the loss of a building utility. Parents should check the District website ([www.hhh.k12.ny.us](http://www.hhh.k12.ny.us)) for the most current information.

**One Hour Delayed Opening or Two Hours Delayed Opening** is initiated when road conditions are unsafe due to bad weather such as snow and/or ice or if there are utility concerns in a particular building. Buses use extreme caution when road conditions are unsafe. School will open one or two hours later than normal depending on area road conditions. Delayed opening means that the opening of school will be later than usual and that school dismissal time will be at the regular scheduled time.

**Early Dismissal** can occur due to a District weather related or utility concern and the District Administration determines it is in

the best interest of students' safety to be sent home early. The District also practices this procedure annually as required under New York State Education Law. These early dismissal dates are posted on the school calendar on the District website.

**Lockdown** is activated in the event that students and staff may be at risk from an event in or outside the building. This procedure will be used when it is not safe for students or staff to move about the building. All activity in the building comes to a complete stop. When a building is in lockdown, no one will be permitted in the building or on school grounds for any reason until an "all-clear" signal is transmitted by police and/or school official.

**Relocation** is initiated when an event or condition is escalating and students/staff are no longer able to remain safely at their original location. Parents will be notified by District emergency notification systems on how and

where to reunite with their children when and if necessary.

**Shelter in Place** is a proactive action and is enforced when school officials have found that events outside the school building or in the surrounding community can be dangerous to students and staff. School administration may determine that it is safer to keep students and staff inside the building until external events have been addressed. In cases where these events occur beyond the regular school day, parents will be notified via the District website and/or automated telephone and central notification system as to how to reunite with their children.

**Fire Drill/Evacuation** is activated in the event there is a need to remove all personnel and students from a building quickly. A fire drill is one of the most effective ways of quickly communicating with everyone in the building that conditions in the building may be hazardous and everyone needs to leave immediately.

### — How Can Parents Prepare Students for An Emergency? —

Parents play an invaluable role in helping prepare their children for any emergency. As a parent, take time prior to an emergency to discuss with your child why we prepare, practice and talk about fire drills, emergency phone calls and back-up plans. This will help your child understand that if an emergency does occur, having a plan and understanding what to do ahead of time makes the process go smoothly. The District's teachers and staff are trained to handle these situations. Parents should talk to their children about remaining calm and following given instructions in the event of an emergency. In these situations, it is important that children understand that parents will be contacted if necessary and that the students will be reunited with

parents as soon as school officials and/or police advise it is safe to do so.

The most helpful response from parents, to any school emergency, is to remain calm and wait for follow-up information from the District before taking action. The District Administration understands that it is a natural instinct for parents to want to rush to their child's aid during an emergency. It is important for all to understand that during an event, schools and emergency service providers have made provisions to deal with these incidents. Cooperation in an emergency is essential for the safe and swift resolution of the incident.

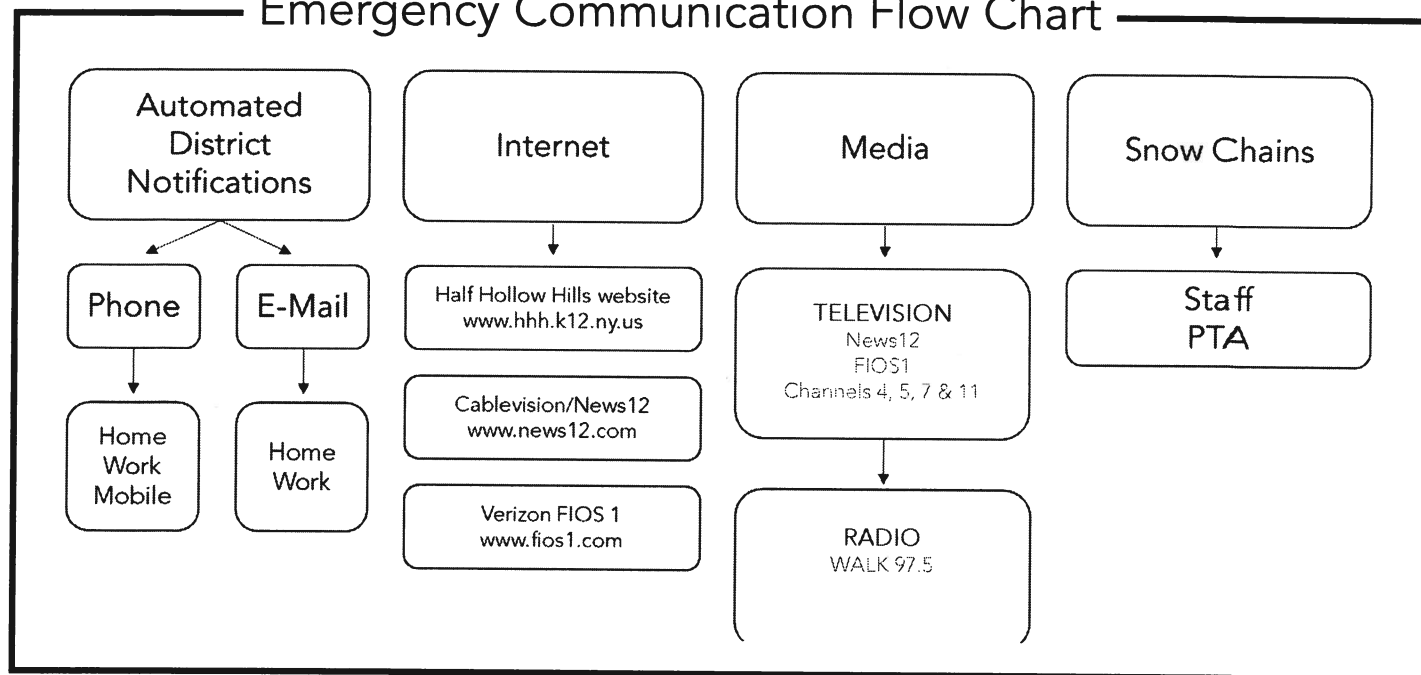
Past lessons in school emergencies have proven that the greatest

challenge to emergency service providers and school officials is parents and concerned citizens rushing to the scene to "help". By doing so they create traffic jams that delay emergency responders, adding confusion and delay for help to get to or leave the scene of the emergency. The District will contact you with current and accurate information as soon as it becomes available. For information on How, Where and When to respond to the emergency please follow instructions on the District's website [www.hhh.k12.ny.us](http://www.hhh.k12.ny.us) or from automated telephone or email communications.

**Remember...PLEASE DO NOT GO TO THE SCHOOL UNLESS YOU ARE ADVISED TO DO SO.**



### Emergency Communication Flow Chart



To subscribe to the District's automated notification system, please link to:  
<https://www.hhh.k12.ny.us/tools/parents/news-and-alerts-subscriptions>

### ..... What Parents Can Do Right Now .....

- Be sure that all District emergency contact information is current and correct.
- Contact your school immediately when you change work, home or cell telephone numbers.
- Make sure you have back-up people who are authorized to pick up your child if you are detained at work or are unable to respond. Understand that during an emergency, students will only be released to persons who are identified as an emergency contact.
- If your child cannot go home, make sure that he/she has another safe place to go while waiting for a family member to pick him/her up.
- Parents should not direct children via cell phone to leave a school building at anytime. Students must always be signed out of school.
- If a parent is contacted by a student during a building emergency, a parent should keep the conversation short. Advise the

student to follow the instructions of school personnel, tell the student it is going to be all right, stay calm and that the parent loves them.

- Cell phone lines are quickly overloaded during an emergency. District telephone lines become clogged with calls and this interferes with the emergency service provider's ability to communicate vital information during a building emergency.
- Review and practice your home emergency plans with your children so that they know what to do in an emergency at home and at school.
- Put your "In Case of Emergency" (ICE) contact information in your child's cell phone.
- When you are on school grounds, be alert to activity surrounding the school. Report any suspicious activity to a security guard or a building administrator.
- If you see something, say something.

### Non-Emergency School Telephone Numbers

Otsego Elementary School  
631-592-3600

Paumanok Elementary School  
631-592-3650

Signal Hill Elementary School  
631-592-3700

Sunquam Elementary School  
631-592-3750

Vanderbilt Elementary School  
631-592-3800

Candlewood Middle School  
631-592-3300

West Hollow Middle School  
631-592-3400

High School East  
631-592-3100

High School West  
631-592-3200

# **EMERGENCY ASSISTANCE - LOCAL GOVERNMENTS**

The Superintendent/designee as the Chief Emergency Officer is responsible for making requests for additional assistance or resources not provided for by local emergency providers during a district-wide emergency.

Both the Superintendent and the Building Incident Commander may request additional help from the following emergency providers:

Town of Huntington Office of Emergency Management	516-384-3842
Town of Babylon Office of Emergency Management	631-957-4250
Suffolk County Office of Emergency Management	631-852-4900
State of New York Office of Emergency Management	518-292-2200

Any of the responding emergency service providers may declare a town wide or county wide disaster if their highest ranking official deems it necessary.

The district will obtain assistance and advice from state, county and local officials and coordinate district resources which may be made available during state, county or town-wide emergencies. District resources that will be made available are listed in the RESOURCES section of this manual.

The Half Hollow Hills Central School District has adopted the National Incident Management System (NIMS) directive and the Incident Command System (ICS) as their response approach to incident management as it is applicable at all jurisdictional and functional disciplines.

# DISTRICT RESOURCES

## Fire and Emergency

**Police Fire Department.....911**

### Suffolk County Police, 2<sup>nd</sup> Precinct

Inspector William Scrima.....(631) 854-8201

1071 Park Ave., Huntington, NY 11743 .....(631) 854-8200

### Suffolk County Police 1<sup>st</sup> Precinct

Insp. Kevin Kane, Commanding Officer.....(631) 854-8100

555 Route 109, W. Babylon 11704 .....(631) 854-8100

Inspector Brendon Forte.....(631) 854-8100

### New York State Police Troop L Headquarters 7140 Republic Airport

Farmingdale, NY 11735

Trooper Daniel Ahlgrim (PIO).....(631) 756-3300

Saregnt Mario LoBianco.....(631) 756-3300

### Fire Department:

#### Dix Hills Fire Department

115 Deer Park Road, Dix Hills

**NON EMERGENCY**.....(631) 499-8836

**EMERGENCY**..... **911 or (631) 499-5759**

#### Melville Fire Department

531 Sweet Hollow Road, Melville

**NON EMERGENCY**.....(631) 423-2635

**EMERGENCY**..... **911 or (631)547-4121**

#### Wyandanch/Wheatley Heights Ambulance Corporation

295 Merritt Ave., Wyandanch

**NON EMERGENCY**..... **(631) 491-3234**

**EMERGENCY** ..... **911**

### Hospitals:

Huntington .....(631) 351-2000

North Shore, Plainview .....(516) 719-3000

Good Samaritan Hospital.....(631) 376-3000

### Office of Emergency Management:

Suffolk County, Office of Emergency Management .....(631) 852-4900

Town of Babylon ..... (631) 957-3009

Town of Huntington..... (631) 351-3162

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# WEB RESOURCES

American Academy of Pediatrics, *Federal Policies to Keep Children Safe*  
[www.aap.org](http://www.aap.org)

American Association of School Administrators [www.aasa.org/](http://www.aasa.org/)

American Red Cross, Masters of Disaster – <http://www.redcross.org> Federal  
Bureau of Investigation [www.fbi.gov](http://www.fbi.gov)

Federal Emergency Management Agency (FEMA), *Emergency Planning Resources  
for Parents, Kids and Educators* – <https://www.ready.gov/kids/prepare-your-family>

Federal Emergency Management Agency (FEMA), *An in-depth guide to Plan,  
Prepare and Mitigate* - [https://www.fema.gov/emergency-managers/risk-  
management/hazard-mitigation-planning](https://www.fema.gov/emergency-managers/risk-management/hazard-mitigation-planning)

Federal Emergency Management Agency (FEMA), Emergency Management Institute  
(EMI) – [www.training.fema.gov/](http://www.training.fema.gov/)

Federal Emergency Management Agency (FEMA), *Multi-hazard Emergency Planning  
for Schools* (Independent Study) - <https://training.fema.gov/is/>

Ready√: Prepare. Plan. Stay Informed. - [www.ready.gov](http://www.ready.gov)

The International Association of Chiefs of Police (IACP) and the National Crime  
Prevention Council, with help from law enforcement officers and school administrators,  
and support of the Bureau of Justice Assistance, created this document to help begin  
and enhance programs and strategies that will prevent violence in schools and in the  
community. Guide for Preventing and Response to School Violence -  
[https://www.theiacp.org/resources/document/iacp-prevention-and-response-to-  
school-violence](https://www.theiacp.org/resources/document/iacp-prevention-and-response-to-school-violence)

National Association of School Psychologist (NASP) - [www.nasponline.org](http://www.nasponline.org)

National Fire Protection Association (NFPA) - [www.nfpa.org/](http://www.nfpa.org/)

National Oceanic and Atmospheric Administration (NOAA), Weather Education,  
General Information and “Cool” Sites for everyone (sections relatable to youngsters) -  
<https://www.noaa.gov/education/resource-collections>

National Organization on Disability (Disability Resources/Emergency  
Preparedness Resources) - [www.nod.org](http://www.nod.org)

National School Boards Association (NSBA) - [www.nsba.org](http://www.nsba.org) and  
[www.keepschoolssafe.org](http://www.keepschoolssafe.org)

National School Safety Center - [www.schoolsafety.us](http://www.schoolsafety.us)

New York State Division of Criminal Justice Services, Office of Public Safety -  
[www.criminaljustice.ny.gov](http://www.criminaljustice.ny.gov)

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New York State: NY Alert, A Division of ITS Emergency Alerts (weather, road conditions, and press releases - [www.alert.ny.gov](http://www.alert.ny.gov)

New York State Police Official Site, Division of State Police, School and Community Outreach Unit, Troopers in this unit have received specialized training in the area of school violence, crime prevention, conflict management, school resource officer supervision and emergency management - [http:// troopers.ny.gov](http://troopers.ny.gov)

Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, general and training information provided, education materials and resources, how to prepare for and mitigate a crisis, planning for students with disabilities, mental health services for children following trauma, recovery resources, and resources for higher education - [www.rems.ed.gov](http://www.rems.ed.gov)

Red Nose Response serves people by bringing smiles to those who have been impacted by catastrophe - [www.rednoseresponse.org](http://www.rednoseresponse.org)

United States Department of Education, Emergency Planning Guidance – Search: Emergency Planning - [www.ed.gov/](http://www.ed.gov/)

United States Department of Justice - Violence in Schools - [www.justice.gov/](http://www.justice.gov/)

United States Department of Homeland Security: Transportation Security Administration (TSA), School Transportation Security Awareness (STSA) - <http://www.tsa.gov> Search: TSA and School Awareness

## **New York State Emergency Management Office:**

The New York State Emergency Management Office (SEMO) coordinates Emergency Management Services for the State by providing leadership, mitigation measures, planning, education, and resources to protect lives, property and the environment. SEMO coordinates these activities through local government officials, specifically county emergency managers.

### **Region 1: Includes Nassau and Suffolk Counties, and the New York City Metropolitan area.**

Ian Jordan, Regional Director  
NYS Homeland Security & Emergency Services  
Perry B. Duryea, Jr. State Office Building  
250 Veteran's Memorial Highway. Room 4A7  
Hauppauge, NY 11788-5506  
Office: (631) 416-3957  
Mobile: (518) 491-5410  
**Email:** [Ian.Jordan@dhses.ny.gov](mailto:Ian.Jordan@dhses.ny.gov)  
**Visit:** [www.nyprep.gov/aware-prepare](http://www.nyprep.gov/aware-prepare)

### **References and Citations:**

- List of SEMO training courses: School officials may be able to attend courses in emergency management at various locations throughout the State, or attend courses at the Emergency Management Institute (EMI) in Emmittsburg, Maryland. SEMO is continually offering ICS training, planning workshops. EMI has many programs in emergency management, including FEMA's "Multi-Hazard School Safety" course. The listing for these courses is accessible through our web site, or through the local county emergency manager's office.
- SEMO's Planning Section can conduct Train-the-Trainer workshops for school officials interested in utilizing the HAZNY program. SEMO staff can provide this training at the county or regional level to assist in the proper facilitation of the program.
- Listing of positions within the NIIMS Incident Command System. SEMO has guidance in ICS, and can provide ICS position descriptions for officials.
- List of potential external hazards. This is community based, and availability is subject to which municipalities have done a Hazard Analysis. SEMO can provide Hazard Analysis reports of jurisdictions that have done the analysis to school officials.

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## **SCHOOL SAFETY AND VIOLENCE PREVENTION: SPECIFIC ARTICLES**

*Early Warning: Timely Response: A Guide to Safe Schools*

[www2.ed.gov/about/offices/list/osep/gtss.html](http://www2.ed.gov/about/offices/list/osep/gtss.html)

This guide from the Departments of Justice and Education indicates what to look for and what to do to prevent violence, when to intervene and get help for troubled children, and how to respond when violent situations occur.

*National Education Association: Great Public Schools for Every Student*

[www.nea.org](http://www.nea.org)

*School Safety and the Legal Rights of Students*

[www.eric.ed.gov](http://www.eric.ed.gov)

The ERIC Institute of Education Sciences on Urban Education provides a digest regarding court decisions which seek to balance students' constitutional rights with the need for safety and freedom from violence in the schools.

*The School Safety Profiler*

[www.rippleeffects.com/needs](http://www.rippleeffects.com/needs)

This is a set of surveys designed to measure perceived safety at your school from the separate perspectives of students and educators. These tools can be used by schools safety teams conducting safety audits.

*The School Shooter: A Threat Assessment Perspective*

[www.fbi.gov](http://www.fbi.gov)

Search: A Threat Assessment Perspective.

## **OTHER RESOURCE CENTERS ON SAFE SCHOOLS, YOUTH VIOLENCE:**

*Centers for Disease Control and Prevention Division of Violence Prevention*

[www.cdc.gov/ViolencePrevention/](http://www.cdc.gov/ViolencePrevention/)

The division has four priority areas for violence prevention: youth violence, family and intimate violence, suicide and firearm injuries.

*Center for Schools and Communities*

[www.center-school.org](http://www.center-school.org)

The Center of Schools and communities has been committed to improving outcomes for children and families through training, technical assistance, program evaluation, research and resource development. Funded primarily by the Pennsylvania Departments of Education, Health and Public Welfare. Provides training, technical assistance and a clearinghouse of video and print materials to help schools.

*Center for the Study and Prevention of Violence, Institute of Behavioral Science*

[www.colorado.edu/cspv](http://www.colorado.edu/cspv)

This Colorado-based center provides technical assistance, information, and research for groups committed to understanding and preventing violence, particularly adolescent violence.

*Keep Schools Safe*

[www.keepschoolssafe.org](http://www.keepschoolssafe.org)

This site provides useful information regarding strategies to reduce violence and is a link to other sites. The site is managed by a collaboration between the National Association of Attorneys General and the National School Board Association.

*Kentucky Center for School Safety (KCSS)*

[www.kysafeschools.org](http://www.kysafeschools.org)

This center acts as a clearinghouse of information and materials concerning school violence prevention and provides training, technical assistance, and program development.

*National Criminal Justice Reference Center*

[www.ncjrs.gov](http://www.ncjrs.gov)

NCJRS is a federally sponsored information clearinghouse for people around the country and the world involved with research, policy, and practice related to criminal and juvenile justice and drug control. Documents available at this site include The Appropriate and Effective Use of Security and Technology in US Schools.

*Office of Juvenile Justice and Delinquency Prevention*

[www.ojjdp.gov](http://www.ojjdp.gov)

OJJDP sponsors a broad array of research, program, and training initiatives and disseminates accurate, up-to-date information about juvenile justice and delinquency issues.

# **PROJECT SAVE** (SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION)

## SELECTED PRINT REFERENCES

*Coping With Crisis: Lessons Learned: A Resource for Schools, Parents, and Communities*

Scott Poland and Jami S. McCormick; Sopris West, Longmont, CO, 1999

Provides detailed, comprehensive steps for schools in the event of any type of crisis situation such as threats, fights, intruders, weapons and/or death, includes actual case studies from many recent high profile school shootings.

*Crisis Counseling Guide to Children and Families in Disasters*

New York State Office of Mental Health, Albany, NY, September 2000

This guide is intended for use by persons who respond to the disaster mental health needs of children in emergencies and disasters. Human service workers, emergency personnel, community members and elected officials who are responsible for planning and organizing services to meet the needs of children and families impacted by emergencies and disasters will find this guide invaluable.

*Healing the Hate: A National Hate Crime Prevention Curriculum for Middle Schools*

Karen A. McLaughlin and Kelly J. Brilliant; Educational Development Center, Inc., Newton, MA, 1997

The Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice is responsible for this program which promotes, understanding, and tolerance through a variety of lessons and activities for students that analyze hate crimes, their victims and perpetrators, media messages, stereotypes, racism and ways to promote change.

*How to Create Safe Schools: Action Steps for the Community*

Ronald D. Stephens; National Educational Service, Bloomington, IN, 1996

Three twenty minute videos address topics such as, assembling a safe task force, assessing existing vulnerabilities, various specific strategies and creating an action plan.

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*Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Program*

Tracy M. Godwin with David J. Steinhart and Betsey A. Fulton; American Probation and Parole Association. n.d.

This guide comprehensively covers every aspect associated with the concept of teen courts, from understanding the basis, recruiting resources, and evaluation.

*Preventing Student Violence: What Schools Can Do*

Kris Bosworth, ed; Phi Delta Kappa and The Center for Evaluation, Development, and Research, 1999.

This publication contains three chapters, each addressing different topics related to youth violence; its risk factors, its affects, and what schools can do. Each topic is covered through different articles from various sources.

*Protective Intelligence and Threat Assessment Investigations: A guide for State and Local Law Enforcement Officials*

Robert A. Fein and Bryan Vossekuil; US Department of Justice, Office of Justice Programs, National Institute of Justice, Washington, D.C., 1998.

This report presents information and ideas about protective intelligence and threat assessment. Using prior case studies, it debunks myths and explains the operation of threat assessment.

*Safe by Design: A Plan for Peaceful School Communities*

Sarah Miller, Janine Brodine and Terri Miller, eds.; Committee for Children, Seattle, WA, 1996

This is the first of a two volume planning and resource guide for schools. Topics covered include, creating community linkage, family involvement, positive school climate, school policies, and student social skills.

*Safe Schools: A Handbook for Violence Prevention*

Ronad D. Stephens; National Educational Services, Bloomington, IN. n.d.

This handbook explains how to assess current school safety then develop, implement and evaluate a comprehensive school safety plan; includes sample plans and documents.

*Safe Schools, Safe Students: A Guide to Violence Prevention Strategies*

Drug Strategies, Washington, D.C., 1998

This guide provides a “consumer reports” format for research based violence prevention and other strategies.

*Safe Spaces: Creating Safe and Drug-Free Learning Environments*

The Upstate Center for School Safety, New Paltz, NY 2000

A training guide and accompanying manual uses the concept of systems thinking to promote a paradigm shift among a school safety team and use research based action plans in order to nourish a more positive school environment.

*Safeguarding Our Children: An Action Guide*

U. S. Departments of Education and Justice, American Institutes for Research, Washington, D.C. 2000

This document is a follow-up resource to Early Warning, Timely Response: A guide to Safe Schools. It provides additional information about the “how to” of developing school safety plans.

*School Expulsions, Suspensions, and Dropouts: Understanding the Issue.*

Arnold Gallegos; ed, Phi Delta Kappa and The Center for Evaluation, Development, and Research, 1998.

This publication contains three chapters, each addressing different topics related to school discipline; contextual factors, codes of conduct, promising programs and practices. Each topic is covered through different articles from various sources.

*School Violence Prevention and Management Guide.* New York Schools Insurance Reciprocal Garden City, NY

This publication gives a short overview of effective intervention programs, areas for assessment, and emergency response procedures.

# **NEW YORK STATE EDUCATION DEPARTMENT CONTACTS**

## Offices of Facilities Planning and Management Services

Coordinator of Facilities Planning  
1060 Education Building Annex  
Albany, New York 12234  
Phone: 518-474-3906  
[emscfp@nysed.gov](mailto:emscfp@nysed.gov)

Fire Safety Coordinator  
1060 Education Building Annex  
Albany, New York 12234  
Phone: 518-486-2053  
[FireSafety@nysed.gov](mailto:FireSafety@nysed.gov)

## Student Support Services

Coordinator of School Safety & Climate  
1060 Education Building Annex  
Albany, New York 12234  
Phone: 518-486-6090  
[studentsupportservices@nysed.gov](mailto:studentsupportservices@nysed.gov)



## Half Hollow Hills School District Emergency Remote Instruction Plan

The Half Hollow Hills Central School District has implemented a 1:1 device program for both students and faculty. This program ensures equitable access to technology in class and at home. Students take home their devices daily and bring them back to school each day for instruction. In an effort to ensure that all students have Internet access, the district provides hotspots to students who do not have Internet access at home. The district purchases mobile hotspots to distribute to families who are in need of connectivity. Each year, the district gathers data relating to our families access to technology and responds accordingly to ensure universal access. This is consistent with the Student Digital Resources data collection.

In the event of an emergency closing, students in Half Hollow Hills will follow their regular instructional schedule. Students at the elementary level will participate in synchronous instruction with their teachers following the master schedule. This schedule includes instructional time for special education, AIS, and all related services necessary. These services will be provided according to each individual student's IEP and educational needs. No-touch times have been incorporated into the master schedule to ensure students are not missing critical instructional time in the classroom.

Students at the secondary level will utilize our Learning Management System, Canvas, to access synchronous instruction at their regularly designated class times. All classes, including PE, special education, AIS and related services will meet according to the existing student schedule. Teachers may utilize up to 10 minutes per period for asynchronous instruction. At both the elementary and secondary levels, all teachers have been trained on the implementation of synchronous remote instruction through various professional development opportunities. Teachers also have the continued support of Canvas Coaches (current teacher-leaders) and our Instructional Technology Department.

In the event a student is not able to access curriculum remotely, or the remote instruction is not appropriate for the student, homebound instruction will be provided as needed. In special circumstances, such as a pandemic, certain identified students may have classes in-person in a school building to ensure the continuity of instruction.

Based on the plan above, the district intends to claim the same number of instructional hours per day during an emergency closing in which remote instruction is provided. At both the elementary and secondary levels, students and teachers will follow their regular schedule and receive appropriate synchronous instruction, along with

complimentary asynchronous instruction, as described in sections 175.5 and 100.1 of this Chapter and the Emergency Remote Instruction Guidance.

## EMERGENCY CLOSING - ELEMENTARY INSTRUCTIONAL SCHEDULE

Kindergarten:

9:30am	Class Meeting
9:45am	Small Group Work
10:15am	Foundations
10:45am	Special
11:30am	ELA
12:30pm	Math
1:10pm	LUNCH
2:00pm	Science and Social Studies

First Grade:

9:30am	Math
10:15am	Small Group Work
10:45am	Foundations
11:20am	LUNCH
12:05pm	ELA
1:00pm	Special
1:45pm	Science and Social Studies
2:30pm	Class Meeting

Second Grade:

9:30am	Small Group Work
10:00am	Special
10:45am	ELA
11:45am	Foundations
12:15pm	Science and Social Studies
1:00pm	Class Meeting
1:10pm	LUNCH
2:00pm	Math

Third Grade:

9:15am	Special
10:00am	Math
11:00am	Class Meeting
11:30am	Science and Social Studies
12:15pm	LUNCH
1:00pm	ELA
2:00pm	Small Group Work

Fourth Grade:

9:15am	Math
10:15am	Class Meeting
10:45am	Science and Social Studies
11:30am	Special
12:15pm	Lunch
1:00pm	Small Group Work
1:30pm	ELA

Fifth Grade:

9:15am	Class Meeting
9:45am	ELA
10:45am	Small Group Work
11:20am	LUNCH
12:05pm	Math
1:05pm	Science and Social Studies
1:45pm	SPECIAL